

**MODEL UNIT**  
**BAND A**  
**LEVEL 1**

# PEOPLE IN JESUS' FAMILY

**LIFE CONCEPT: GOD GATHERS PEOPLE INTO THE CHRISTIAN CHURCH**

YEAR: ..... SUGGESTED DURATION: 4 weeks (100 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① ② 3

## UNIT-SPECIFIC GOALS (highlighted)

### 1. THE CHRISTIAN CHURCH IS THE COMMUNITY OF BELIEVERS CREATED BY THE HOLY SPIRIT

**1a** explore the Christian understanding that people who believe in Jesus are in God's family, the church.

**1b** identify churches in the local community

**1c** become familiar with the activities of a local church

### 2. GOD HAS GATHERED HIS PEOPLE TOGETHER THROUGHOUT HISTORY

**2a** explore Bible stories of people in the early Christian church

### 3. LUTHERANS IN AUSTRALIA WORK TOGETHER IN MINISTRY AND MISSION

**3a** investigate the ministry and mission of the Lutheran Church of Australia

**3b** investigate the ministry and mission of a Lutheran school

## STUDENT ASSESSMENT

### ASSESSABLE STUDENT OUTCOMES

Make a 'photo' of people who could belong in Jesus' family. (1a)

Role-play or illustrate characteristics of people who belong in Jesus' family. (1a,2a)

Retell a Bible story about characters in the early Christian church. (2a)

### ASSESSMENT STRATEGIES

⇒ class or individual 'photo'

⇒ observation of student role-plays, work samples

⇒ work sample or presentation of puppet plays

## UNIT SUMMARY

Students identify what it is like to be in a family and then consider characteristics of people in Jesus' family. Through a series of Bible stories based on characters of the New Testament church, students hear that people in Jesus' family tell others about him and show friendship and care to others.

## UNIT NOTES

The word 'church' is not used with students at this stage. Rather, students compare their understanding of family with life in Jesus' family.

The unit focuses on the fact that Jesus *wants* people in his family, rather than assuming that all students *are* in Jesus' family. Be alert to opportunities for using the appropriate language to convey this.

### WORDS TO KNOW

family Jesus' family believe

## INTRODUCTION

### 1. MY FAMILY

If you have not already studied the concept of family, this unit provides an opportunity to do so now. If you have, simply revisit work that has been done in other curriculum areas in order to consolidate these concepts:

- Each person belongs to a family.
- People in families care for each other.
- There are people in your family whom you may not see very often, eg the extended family of grandparents, uncles, aunts, cousins.
- People in families may disagree, but continue to love each other

You may like to

- share fiction books with a family theme;
- construct a simple family tree;
- watch a children's television program that revolves around family life.

Students respond by

- making an illustration of their family through drawing, painting or collage;
- using dress-up clothes to make up plays about the family;
- enjoying free play with a family theme.

These activities need not be done in the time allocated to Christian Studies.

### 2. JESUS' FAMILY

Show students a photo of your own family. Tell them that you also belong to another family — Jesus' family. Continue to use the family photo concept to explain about belonging to Jesus' family as you create a *Jesus' family photo*.

Use a large piece of paper with a simple frame around the edge and add a small photograph or drawing of yourself. Say:

*I am in Jesus' family because I believe in Jesus. I know he loves me.*

*Jesus' family is a very big family. All of the people who believe in Jesus are in his family.*

As you speak, continue to add cut-out pictures of different people.

*There are old people and young people who believe in Jesus and belong in Jesus' family. There are people from other countries, etc.*

*I don't know the names of all the people in Jesus' family. I don't even know what everyone looks like.*

*But I do know that the Bible tells that Jesus loves everybody in his family.*

Display *Jesus' family photo* in the classroom throughout the unit.

Teach and play the clapping rhyme on Teacher Resource Sheet (TRS) A1/2.

This rhyme can be repeated at the end of each story you tell, substituting the name of the character from each Bible story.

## DEVELOPMENT

### 3. PEOPLE IN JESUS' FAMILY

A simple text for five Bible stories is provided on TRS A1/1. Use the text as an outline for telling the story. If students have had little exposure to Bible characters, you may wish to develop the stories in more detail.

You could introduce the stories by placing a picture of the character in *Jesus' family photo* and telling the story, or by introducing a puppet for each character and using the puppet to tell the story.

Choose from the following activities to develop students' understanding of the stories and to help you assess student learning:

- Make a class book or individual books with a page about each character, using TRS A1/1. Use the text to review the story. Students illustrate each the story.
- Find illustrations of the stories in a children's Bible or Bible story book.
- Students make puppets of the characters and use them for retelling the story.

- Make and 'frame' painted or collage pictures of the characters. Display with a caption that summarises the story.
- Make a display about people in Jesus' family. Use the theme from each story, but add pictures and examples relevant to students' daily life.

#### **A. Jesus wants people in his family**

Paul's story (Acts 9:1–9)

Discuss times when students feel they have been hurt or upset by someone.

Tell the story using the model on TRS A1/1a.

Discuss: Paul was hurting the people in Jesus' family, but Jesus loved Paul and wanted him in his family too.

People still do things that hurt others. Discuss how students feel about someone who hurts them. The Bible tells that Jesus loves and wants all people in his family, including those who feel hurt or who have hurt others.

Choose a follow-up activity (see above).

#### **B. People in Jesus' family tell about Jesus**

Paul's story (continued)

Students recall times when they have been excited and wanted to tell somebody about something special. Students role-play how they felt and what they might have said.

Tell the story using the model on TRS A1/1b.

Discuss: Paul was excited when he knew Jesus loved him. He told other people, and they became part of Jesus' family too.

Play a game. One student pretends to tell another excitedly about Jesus, who tells another, who tells another. Continue until all members of the class have heard the news of Jesus' love.

Choose a follow-up activity (see above).

#### **C. People in Jesus' family are friendly.**

Priscilla and Aquila's story

(Acts 18:2–4; 24–26; 1 Corinthians 16:19)

Ask students to share experiences of times when visitors have come to their house.

Tell the story using the model on TRS A1/1b.

Discuss: Priscilla and Aquila knew that Jesus loved them. They wanted to show love to others.

Students illustrate or dramatise someone visiting their house. Include how they could show love to people who visit.

Choose a follow-up activity (see above).

#### **D. People in Jesus' family don't always agree**

Paul and Barnabas's story (Acts 15:38–40)

Euodia and Syntyche's story (Philippians 4:2)

Either ask students to share a time when they have had an argument with somebody, or use puppets to dramatise two people having an argument.

Tell the story using the model on TRS A1/1c.

Discuss: People in Jesus' family do not always agree. Jesus still loves them and wants them in his family.

Talk about ways of making up friendships after an argument. Identify phrases or strategies to use in resolving arguments. Students practise these in role-play.

Choose a follow-up activity (see above).

#### **E. People in Jesus' family help one another**

Dorcas's (Tabitha's) story (Acts 9:36–42)

Show posters of people caring for others, eg nurses, parents, children helping each other.

Tell the story using the model on TRS A1/1c.

Discuss: Dorcas knew that Jesus loved her. She wanted to show care for the people in Jesus' family who needed help.

Students identify ways that they can show care for others. These suggestions could be used as the basis for illustrations, song or mime. You may even like students to participate in a simple care project, eg collecting used clothing to donate to an organisation.

Choose a follow-up activity (see above).

## **RESPONSE**

### **4. JESUS WANTS PEOPLE IN HIS FAMILY**

Students make a picture of people whom Jesus wants in his family. This could be done as a class, using a large piece of paper with a frame around it to represent a photo, or students could each make their own individual picture.

Students could represent people through drawing, or collage or with magazine pictures. If using magazines, provide copies of magazines like *National Geographic* in order for students to represent all people.

Students may add pictures of themselves, but do not insist that this be done. Label the picture

with a heading like *Jesus wants all people in his family.*

## YOU WILL NEED

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|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> a photo of you and your family</li> <li><input type="checkbox"/> cut-out pictures of people of different age, gender and race</li> <li><input type="checkbox"/> materials for making one large 'photo' or individual 'photos', eg large paper, cardboard, coloured streamers</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> magazines, including <i>National Geographic</i> or similar</li> <li><input type="checkbox"/> art/craft materials for the follow-up options you use</li> <li><input type="checkbox"/> optional: photocopies of TRS A1/1 for student use</li> </ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Through discussion, relate what is read to own knowledge and experience; introduce characters; use language in rhyme and rhythm.

**SOCIETY AND ENVIRONMENT** *Culture:* Identify the practices of familiar groups. *Investigation, Communication, Participation:* Listen and respond to oral stories. *Time, Continuity and Change:* Hear stories about different times.

**HEALTH** *Interaction, Relationships and Groups:* Recognise different family compositions.

**THE ARTS:** *Visual Arts:* Demonstrate simple manipulative skills. *Drama:* Improvise short scenes based on familiar situations and roles from their own experiences; use known and given stories as the basis for drama.

from the National Statements and Profiles

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## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' understanding that many people belong in Jesus' family?

How did I develop the students' understanding of the stories used in this unit?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

# People in Jesus' Family

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Paul did not like Jesus.

## Paul

He wanted to hurt the people who believed in Jesus.

One day Paul was travelling along the road, when a VERY bright light shone in his eyes.

It was so bright that Paul had to shut his eyes tight. He could not see anything.

Then Paul heard Jesus speaking to him. Jesus said, 'Paul, why are you hurting me?' Jesus told Paul to go into the city.

For three days Paul could not see, so Jesus' friends looked after him.

Then Paul could see again.

Now Paul knew that Jesus loved him and had made him part of

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Jesus makes people part of his family.

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Paul didn't want to hurt the people who believed in Jesus any more.

Instead he wanted to tell other people about Jesus.

Paul travelled to many different places to talk about Jesus.

Sometimes he walked from one town to another.

Sometimes he went by ship from one country to another. Once his ship was caught in a bad storm and Paul nearly drowned.

Wherever he went he told people about Jesus. Some people did not like Paul, and they put him in jail.

But this did not stop Paul talking about Jesus.

He wanted people to know about

## Paul

People in Jesus' family want to talk about Jesus.

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Priscilla and her husband Aquila liked having visitors.

One day Paul came to the city where Priscilla and Aquilla lived.

'Stay with us', they told Paul. So Paul stayed with them while he was teaching in their city.

Another day Priscilla and Aquila heard a man talking about Jesus. 'Come and stay with us', they told him. While the man was staying with them, he learnt even more about Jesus.

The people in the city had nowhere to go to church.

'Come to our house and meet there', said Priscilla and Aquila.

Now lots of people came to Priscilla's and Aquila's house.

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## PRISCILLA AND AQUILA

People in Jesus' family want to be friendly to others.

Two women were angry.

They were in Jesus' family, but they had an argument. Each one thought that she was right and that the other person was wrong.

Who could help them be friends again? Paul could. Paul wrote a letter. Paul said, 'Be kind to one another. Forgive each other.'

Once Paul had an argument too — with his friend Barnabas. Paul went off in one direction and Barnabas went off in the other.

Later they remembered that Jesus loved them both. Paul and Barnabas did not stay angry with each other. They became friends again.

## **Euodia and Syntyche Paul and Barnabas**

People in Jesus' family don't always agree.

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Dorcas was busy.

She was sewing clothes and baking bread to give to people who needed clothes and food.

Oh dear! One day Dorcas did not feel well. She couldn't help the other people. Instead, they came to her house to help her.

Oh no! Dorcas was very, very sick. Our friend Dorcas died.

Dorcas's friends called Peter to help. Peter was one of the helpers in Jesus' family.

Peter went to see Dorcas. He put his hands on her and said, 'Get up'.

Dorcas opened her eyes. Jesus had made her alive again.

Now Dorcas got busy helping

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## **Dorcas**

People in Jesus' family want to help one another.

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# CLAPPING RHYME

Practise this rhyme with partners first, before trying it in a circle.  
Aim to keep the rhythm going.

## FOR PARTNERS

**Jesus**

*slap hands on lap*

**wants**

*clap hands together*

**you.**

*point to a partner*

**Jesus**

*slap hands on lap*

**wants**

*clap hands together*

**me.**

*point to self*

**Jesus**

*slap hands on lap*

**wants**

*clap hands together*

**us**

*clap partner's hands*

**in his family.**

*join hands and raise them in the air*

## FOR A CIRCLE GAME

**Jesus**

*slap hands on lap*

**wants**

*clap hands together*

**you.**

*point to a classmate*

**Jesus**

*slap hands on lap*

**wants**

*clap hands together*

**me.**

*point to self*

**Jesus**

*slap hands on lap*

**wants**

*clap hands together*

**(say name of classmate).**

*point to classmate*

**in his family.**

*all join hands and raise them in the air*

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**People  
in  
Jesus' Family**